

2018 Annual Report to The School Community



School Name: Flemington Primary School (0250)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 20 March 2019 at 12:35 PM by Amanda Williams
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 05:46 PM by Bart Sbeghen (School
Council President)

About Our School

School context

Flemington Primary School was established in the current buildings and location 1922, and is situated in the quiet residential area of Travancore in inner Melbourne. The school is set back from Mount Alexander Road behind majestic, heritage cast iron gates and the school oval, and is bounded by the laneway, Flemington Street, Cashmere and Mangalore Streets and the Royal Children's Hospital Mental Health Unit.

Situated in spacious grounds, the main red brick building overlooks a pleasant tree and shaded courtyard flanked by a number of other buildings. The current student enrolment is 420 students with the majority of our students drawn from the immediate localities and the local government area of Moonee Valley.

Our guiding philosophy is based on equity of access and high expectations that all children will learn and achieve their full potential. We anticipate that all children will leave Flemington Primary School with a love of learning, a strong sense of self-worth, confidence, independence, risk-taking skills and self-discipline. High expectations for learning and behaviour are linked to respect for the rights and responsibilities of all members of our community.

Interwoven with this philosophy and aims are the school values of Be Safe, Be Kind, Be Respectful and Be Ready to Learn with the overarching goal of BE YOUR BEST!

Our Mission is ...

We will provide learning opportunities in supportive and collaborative learning environments.

Our Vision is...

Students will realise their full potential, contributing to our school, our community and our world.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning.

Goal 1:

To improve student learning growth and achievement in Numeracy and Reading, but with a particular focus on Writing.

Professional Leadership

Goal 2: To develop the school as a positive and supportive learning community-SWPB

Positive Climate for learning

Goal 3: To strengthen students' intellectual engagement and self-awareness-Amplify

Achievement

FPS is very proud of its achievements in 2018 for academic performance reaching all but 2 targets.

In 2018 FPS surpassed 4 out of 5 goals for Yr3 students in the top 2 bands. ...

Reading Target 65% Achieved 68%

Writing Target 61% Achieved 70%

Spelling Target 67% Achieved 60%

Grammar & Punctuation Target 49% Achieved 49%

Numeracy Target 59% Achieved 66%

In 2018 FPS surpassed 4 out of 5 goals for Yr5 students in the top 2 bands. ...

Reading Target 50% Achieved 59%

Writing Target 26% Achieved 21%

Spelling Target 37% Achieved 47%

Grammar & Punctuation Target 36% Achieved 44%

Numeracy Target 42% Achieved 46%

Strategic targets are in our Annual Implementation Plan to support us in our work to improve the learning outcomes of EVERY student.

All students will achieve a minimum of 12 months growth.

Year 3 2019

The proportion of Year 3 students achieving in the top two NAPLAN bands for writing will increase...

Writing:72%

Year 5 2019

The proportion of Year 5 students achieving in the top two NAPLAN bands for writing will increase...

Writing:24%

The proportion of students achieving high or medium NAPLAN relative learning growth will be 80% for writing with a particular focus on high growth data.

In 2019 a Key Improvement Strategies identified are...

-Establish an agreed instructional model and consistent approaches to the teaching and learning of writing P-6.

-Embed the agreed upon instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy

-Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS).

-Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.

Engagement

In 2018 FPS came close to reaching most of its engagement targets.

Stimulated Learning Target 78% Achieved 78%

Learning Confidence Target 81% Achieved 83%

Self Regulation and Goal Setting Target 87% Achieved 86%

Motivation and Interest Target 81% Achieved 78%

By 2019, the primary positive percentage in the attitude to school survey will be:

Stimulating learning: 82%

Learning Confidence:85%

Self regulation & goal setting:89%

Motivation & interest: 81%

By 2019, the percentage of parents giving positive endorsement of the following factors will be:

Stimulating learning environment:70%

Student agency & voice:73%

By 2019 the school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.

In 2019 a Key Improvement Strategies identified are...

- Develop a distributed leadership team
- Set expectations and promote inclusion by fully implementing SWPBS
- Empower students by strengthening their voice in the school

In addition FPS will...

- Implement the Amplify project to build teacher understanding of HITS-Metacognition and student understanding of how they think about their learning.
- Professional learning with Amplify.
- Ongoing Professional learning around Metacognition.
- Learning Specialist, Numeracy and Literacy Leads plus key leads as identified through Instructional Rounds to model use of metacognitive strategies in teaching and learning.

Wellbeing

Since half way through 2018 upon the retirement of Sandra McOrist another Wellbeing Lead was appointed with clear roles and responsibilities established for the role. The SWPB team was also relaunched and reformed with a partnership established with DET Consultant Anthony Sabatino. SWPB and clear behaviour expectations and processes have been identified and documented. SWPB remains a high priority at FPS with all teachers and community participating in training and information evenings.

2019 targets...

By 2019 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least: SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:100% Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85% Attitude to school survey: High expectations for success:96% Resilience:80% School connectedness:77% Sense of inclusion: 87%

Key Actions for 2019 are...

- Identify aspirant leaders both teachers and students.
- Mentoring program to support teachers and aspirant leaders
- Specialist team leader to be identified and appointed.
- Offer a variety of leadership opportunities to both students and staff.
- Wellbeing Leader to be appointed.
- Develop clear Roles and Responsibilities for all Leadership.
- Professional development for leadership.eg. McREL Balanced Leadership, Bastow Inspire, PLC, Timperley Spiral of Inquiry
- Establishment of a collaborative SWPB team.
- Identify and develop processes and initiatives to create a safe and orderly environment for all.
- Using the information from the Tiered Fidelity Inventory, the SWPB team will continue to implement processes.
- Deliver the SAS survey with staff and students to gauge understanding of SWPBS structures
- Student input into positive reinforcements.
- Consistent implementation of the FPS behaviour Flow Chart.

Financial performance and position

At the end of 2018 the school had a surplus of \$121,429. The final repayment was made back to DET in 2018 for the previous deficit. The strong and active plan that was implemented in 2018 to work towards bringing the school back into surplus included a lot of hard work and strategic planning, especially with staffing by the leadership team, accompanied by the school's Strategic Financial Management Advisor. Moving forward, the school has implemented similar planning to keep the school in a healthy surplus.

With a strong emphasis on Numeracy, Literacy the curriculum budgets reflect this. With Professional Learning and Positive Behaviours also being a strong interest for the school this resulted in the CRT budget exceeding its limit. The new agreement for teachers allows 4 Professional Practices Days per year which did result in more CRT's being used at the school. In 2018 there was no strategic plan into how the School can utilise these PPD's to limit CRT usage. Those plans are now in place for 2019.

Flemington Primary School receives revenue for hiring out of the school's facilities, which helped to assist costs for utilities, school maintenance and the works completed around the school grounds. Flemington PS also receives income from Camp Australia who run the holiday program and the before and after care at the school. The school also hosts the Moonee Valley SSSO network which brings in funds annually to cover administrative costs. Flemington PS operates an extensive Instrumental Music Program which incurs revenue and expenditure. However, the program ran into a deficit in 2018.

Other revenue the school received was equity funding which went towards having a specialised staff member work with students and staff at FPS for positive behaviour. The school received a grant of from the Moonee Valley Council which will go towards the Grounds Master Plan and must be used by November 2019.

The school's Parents and Friends Association ran a fete on behalf of Flemington PS in 2018 which was a success and created a profit. These funds have been targeted for a Grounds Master Plan.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 405 students were enrolled at this school in 2018, 190 female and 215 male.

34 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	65.2	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	60.2	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.3	90.1	82.6	95.3	Similar
Mathematics	96.7	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	77.4	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	75.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	69.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.6	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	79.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	67.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	62.6	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	21.8	50.9	27.3
Numeracy	25.9	53.7	20.4
Writing	24.1	59.3	16.7
Spelling	42.6	37.0	20.4
Grammar and Punctuation	33.3	40.7	25.9

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.9	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	18.1	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	88	92	89	90	91	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	70.7	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	71.1	81.7	73.8	88.7	Lower

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	60.0	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	63.1	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,913,973
Government Provided DET Grants	\$387,737
Government Grants Commonwealth	\$32,729
Government Grants State	\$0
Revenue Other	\$17,053
Locally Raised Funds	\$582,795
Total Operating Revenue	\$3,934,287

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,010
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,010

Expenditure	Actual
Student Resource Package ²	\$2,792,545
Adjustments	\$0
Books & Publications	\$2,080
Communication Costs	\$9,886
Consumables	\$98,468
Miscellaneous Expense ³	\$397,282
Professional Development	\$8,955
Property and Equipment Services	\$255,485
Salaries & Allowances ⁴	\$167,121
Trading & Fundraising	\$54,408
Travel & Subsistence	\$0
Utilities	\$55,474
Total Operating Expenditure	\$3,841,703
Net Operating Surplus/-Deficit	\$92,584
Asset Acquisitions	\$45,705

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$121,615
Official Account	\$92,297
Other Accounts	\$318,978
Total Funds Available	\$532,890

Financial Commitments	Actual
Operating Reserve	\$155,298
Other Recurrent Expenditure	\$0
Provision Accounts	\$26,013
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$173,814
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$177,764
Total Financial Commitments	\$532,890

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').